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Wiki Assignment #2 - Annotated Bibliography

Poon, C. Tan, D. & Tan, A. (2009). Classroom Management and Inquiry-Based Learning: Finding the Balance, *Science Scope,* 32 (9), 18-21. (EJ850038). Retrieved from

<http://vnweb.hwwilsonweb.com.ez-proxy.brooklyn.cuny.edu:2048/hww/results/external_link_maincontentframe.jhtml?_DARGS=/hww/results/results_common.jhtml.43>

This article is based upon an observation of a sixth grade science class for over three semesters. The article explains how an elementary grade teacher used seven successful strategies to organize her classroom as she shifted from more traditional instructions to inquiry-based. The classroom management strategies for inquiry-based learning involved curriculum and instruction as well as classroom organization.

Curriculum and instructions were changed as the teacher included the use of hands-on investigative activities, use of science journals, use of group-based activities, and guided students to reflect on their learning process. The teacher changed the classroom organization by organizing resources for investigative activities, by developing a seating arrangement, and by managing transitions and gaining attention.

Hohloch, J. M., Grove, N. & Bretz, S.L. (2007). Pre-Service Teacher as Researcher: The Value of Inquiry in Learning Science. *Journal of Chemical Education,* 84 (9), 1530-1534. (EJ820789). Retrieved from

<http://jchemed.chem.wisc.edu.ez-proxy.brooklyn.cuny.edu:2048/Journal/Issues/2007/Sep/abs1530.html>

This article described the reform of a chemistry course required of elementary and middle school teachers. This course gave the opportunity to a pre-service teacher as she did action research and developed more hands-on activities. She conducted her activities with the college students in her chemistry class. This project gave her better understanding of how to link science experiments to everyday life. By doing this project at college level gave this pre-service teacher more confidence to use hands-on and inquiry-based activities in her science classroom.

Al-Sabbagh, S. (2009). Instruments and Implements of Enquiry Based Learning. *Online Submission*, Retrieved from ERIC database.<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED507027&site=ehost-live>

This article explains in detail the definition of Enquiry-based learning, how to create an Enquiry-based learning environment, and how to sustain that learning environment. This paper is intended to help teachers and school leaders by exploring some important factors of Enquiry-based learning. The information in this article is the end result of a literature review of many publications on the topic of Enquiry-based learning.

Qablan, A., Al-Ruz, J., Theodora, D., & Al-Momani, I. (2009). "I Know It's so Good, but I Prefer Not to Use It" An Interpretive Investigation of Jordanian Preservice Elementary Teachers' Perspectives about Learning Biology through Inquiry. *International Journal of Teaching and Learning in Higher Education*, *20*(3), 394-404. (EJ869324). Retrieved from ERIC database.

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ869324&site=ehost-live>

This article is based upon a study on pre-service elementary biology teachers. Findings of this study suggest that most of the pre-service teachers supported the inquiry-based learning strategy. It is indicated that the teachers tend to teach the way they were taught for their undergrad courses. The article recommended that pre-service teachers should be offered inquiry-based courses so they can teach and support the same strategy in their classroom as they start working as teachers.

Marshall, J. A., & Dorward J. T. (2000). Inquiry experiences as a lecture supplement for preservice elementary teachers and general education students. *American Association of Physics Teachers, 68*. Retrieved from <http://ejournals.ebsco.com/direct.asp?ArticleID=E7VEHHT4H1RP07MNC39C>**.**

This journal article is based on a study carried out on science students who it is expected will go on to teach science the same way that they have been taught. It focuses on substantiating the findings of pervious research that supported inquiry based learning in science. In this research, students were divided into two groups (the “inquiry” and “non-inquiry” groups). The experiment carried out to determine whether inquiry activities as a supplement to a curriculum based on a traditional lecture curriculum would improve student achievement.

Oliveria, A. W. (2009) ‘‘Kindergarten, can I have your eyes and ears?’’ politeness and teacher directive choices in inquiry-based science classrooms*. Cultural Study of Science Education 4,* 803–846. DOI 10.1007/s11422-009-9193-6.

This journal article focuses on a study carried on elementary teachers to determine the extent of their social understanding and employment of directives as the facilitators of their inquiry based science classes. It was discovered that many of them experienced interactional difficulty with their students, which is common in an inquiry based learning environment. Oliveria, A. W. (2009) posits that this is an indication that many science teachers are unprepared for the social demands of this type of strategy. The teachers participated in a summer activity where they were exposed to literature and discussion to foster their awareness of effective methods of using directives to regulate student behavior. The participants later demonstrated the ability to use directives in a more polite form, thus being able to strategically share authority with their students. Even as the teachers gained awareness, they did not relinquish their authority. It is felt therefore that the need to strengthen their awareness in the type of language and directives to be used with an inquiry based science teaching/learning strategy.